

# ANNUAL REPORT

OF THE

## SCHOOL COMMITTEE

OF THE

TOWN OF SAUGUS,

FOR THE YEAR ENDING MARCH 1, 1877.

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THOS. P. NICHOLS, PRINTER,

No. 24 MARKET STREET.

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EDUCATION, in its widest meaning, is a word of very extensive application. It denotes whatever calls into activity powers before lying dormant, or gives greater scope and efficiency to power already called into some degree of activity. It includes all that development which extends from our earliest childhood to mature manhood, and even to the end of life,—for we are always learning something, and either forming or strengthening habits. But, as we commonly use the word, it refers not only to such development, but also to the result of that process. We are accustomed to speak of education as a source of blessing to the individual and the community in which he dwells; but it is evident that training and discipline, as mere processes, may be employed to produce evil or good results. Good and bad education are relative terms. They refer to the good or bad results to which a course of culture tends. By education, however, we generally mean such a course of development as enables a man to enjoy the fullest use of all his powers, and builds up in him such a character as secures the use of these powers for good purposes.

It should not be forgotten that education is merely a process of development. It is evolution, not involution. It unfolds powers potentially present. It does not create new powers. The province of education is not to change the natural constitution, but to mould and fashion it. What a man may become by education is necessarily limited by what he is by natural constitution. Nature has distributed her gifts to each one as she saw fit. Our duty is to make

the most of these gifts. Education is the process of bringing these into full activity ; and that, therefore, is the true education which takes the given nature under the given circumstances, and gives it the widest and noblest sphere of exercise.

Again, education has to do with all the sides of our nature. The constitution of a human being is exceedingly complex. Its truest state is one of harmonious development. Every element should receive its just proportion of culture. To neglect any is to mar the perfection of the whole. If the physical, or the intellectual, or the æsthetic, or the moral, or the religious department of our nature is allowed to remain in a dwarfed and imperfectly developed condition, the harmony of the whole is destroyed, and the others are deprived of the widest range of exercise which is possible for them. Like a complicated piece of mechanism, the ease, grace and power of the whole is dependent upon the free and ready working of every constituent part.

But under the present system of common school education some of the most important departments of our nature receive little or no culture.

The physical training of the young, for example, which formed so important a part of education among the Greeks, and which contributed so much to the high physical development and beauty of that race, is entirely neglected. We know the importance of well developed physical powers, but the care of producing them is left to the care of parents, who often bestow little attention upon the subject, or to the accidental education of the play-ground and the street. It may not be advisable to include physical training in the work of public schools. But, if this be so, care at least should be taken that positive injury be not done to the health of scholars. Yet the ventilation of the great majority of school-rooms is so very imperfect, that the air which is breathed by the pupils is so impure that it must

be injurious to their health. It is a suggestive comment on the wisdom of a period which boasts of its scientific advances, and of its superiority over past ages in ingenious and beneficial inventions, that, in most cases, ventilation is feasible only by opening windows, thus creating currents of air, which are apt to be as injurious as the impure air displaced. It would seem one of the first dictates of sound wisdom that pure air, indispensable not only for perfect health, but also for the most efficient exercise of the mind, should be introduced into our public schools.

Again, in our present system, very little if any attention is given to the culture of the æsthetic element of our nature. It is not possible, of course, to do much in this direction, but that should make it all the more important for us to secure as much as is possible, consistently with other demands. The culture of this element of our nature is largely the result of association. Much would, therefore, be accomplished, if care were taken to provide pleasant, attractive and tasteful school-houses and recitation rooms. The exhibition of taste in all the surroundings of the school would tend, by its silent influence, to develop taste among those brought into almost daily contact with it. The introduction of drawing is an influence which tends in the same direction. In the higher grades, especially in the High School, considerable culture might be obtained by furnishing the room with some works of art, of various descriptions. The elevating and refining influence of such surroundings could be obtained without an extravagant expenditure. By adding articles from time to time, perhaps not more than one each year, collections would in course of time be made, which would make the rooms attractive, and induce an appreciation for a higher style of ornament and decoration than is now common. Persons interested in the prosperity of the school, if they saw that such objects were appreciated, might manifest their interest by the donation of objects of permanent usefulness; while graduates, who had them-

selves learned in the school-room a love for the beautiful in art, might be inclined to manifest their gratitude by offering wider opportunities to their successors.

The complete severance of the Church and State is one of the fundamental principles of our government. Religious instruction, therefore, has been left to the care of the home or the church, which may be safely allowed to train their children in the way best suited to their feelings. It is only necessary for the community to be assured that only persons of high moral character, reverent also towards the great fundamental truths of religion, are allowed to occupy positions of so great influence in character as those held by teachers in public schools.

These departments of education not being included, or only slightly included, in the work of the common school, there remains to them, as their peculiar province, the training of the intellectual faculties, the teaching of useful knowledge, and the formation of habits which may contribute to a beneficial exercise of those faculties and the acquired knowledge. We are inclined to think that the last of these does not receive a sufficiently high place in the common estimate of benefits of an education. The success of schools is too much measured by the knowledge imparted. Yet habits of industry, perseverance, self-reliance, respect for constituted authority and allegiance to duty are the foundations of all valuable character and of all desirable success in life. Without these habits all other acquisitions are apt to be more than useless. The cultivation of these habits, however, does not devolve upon the school alone. The home circle especially has a work to do here. But it often happens that the indifference or ignorance of parents leads them to neglect this important part of a child's training. The influence of the school becomes doubly important in such cases. It may be that the school-room is the only place where a child may be obliged to form habits without which he cannot be a valua-



ble member of society. The formation of these habits constitute what is known as the discipline of the school. The maintenance of discipline, in every case, will sooner or later resolve itself into an attempt to produce in scholars one or more of these important habits. The discipline of a school, therefore, becomes of primary importance. If this be at all defective, one of the most important purposes of a school is unfulfilled. Whatever, therefore, tends in any way to injure or destroy discipline, in so far hinders the usefulness of the school. Whatever creates an impression that discipline will not be enforced, or that in efforts to subvert it scholars will receive the sympathy of any part of the community, is extremely detrimental to the success of a school. Committees and teachers should be able to feel that, in all cases, they have the hearty support of parents, guardians and friends in all reasonable attempts to secure obedience and the formation of habits of industry, perseverance and courtesy.

In the more obvious provinces of our public schools, the cultivation of the mental faculties, and the teaching of useful knowledge, disappointment is often expressed at the result obtained. This disappointment is not unnatural, but we think there are explanations of the facts which give rise to it, in the hindrance to securing the greatest results of education.

The most perfect system of education is that in which the methods are adapted to the peculiar demands of each case. No two persons being constituted exactly alike, the processes by which their powers should be developed ought not to be exactly similar. Differences of mental character, of disposition, or even of physical constitution, demand variations in ways of treatment. Some minds develop more easily in one direction, other minds in some other direction. Some faculty may exist in an unusual degree, through which the education of the whole mind may be the more readily approached, or some radical defect may de-

mand for the removal unusual attention and care. It is evident that the greatest results can be obtained only when the peculiarities of each case is allowed to modify the processes of development. But, under our modern system of education, it is clearly impossible to do this. The number of scholars under each teacher is so large as to render it impossible for him to become acquainted with the peculiar character of each mind, much less to vary his methods for its special demands. One uniform course of study, and one unvaried method of instruction, is an absolute necessity under the present system. Scholars with keen, active minds must be kept back to the capacity of the average intellect, while the dull, sluggish, plodding mind cannot, without entailing too great a loss on the majority, receive a disproportionate amount of attention. This evil is of course lessened as schools are more thoroughly graded, and scholars of almost the same attainments brought into the same classes. But even then the evil is increased as the classes are increased above a certain limit. Private instruction is generally thought the most advantageous, but the great cost of it, in most departments, leads to the forming of classes, where the proportional expense is least. But then classes are always as small as possible, and they are chosen, at any rate, as the lesser of two evils. Apply the principle involved to our common schools, and it is clear that the best results they can give must be very far below what each mind is capable of under more favorable circumstances.

There can be no doubt that public school education is advancing. Considerable improvements have been made in the character of text-books, in methods of teaching, and, most of all, in the employment of more competent teachers. This progress in the past is only a pledge of what we should expect in the future. In two directions great advance can be made without any radical change in the present system. Care should be taken not to put too many scholars under

the care of one teacher, especially when the number must be divided into several classes. Experience alone can determine what number will afford the best results. There should be no fear that decreasing the number of scholars will diminish the incentives to industry which are from emulation. There is not often rivalry with the many, but with the few who are on the same level. The scholar at the head of his class feels no emulation with him who graces the foot, while the latter is seldom if ever initiated into exertion by the example of the former. The keenest emulation would be found among a few scholars of almost equal attainments, animated with the enthusiasm of a teacher who knew how to call out the best efforts of each pupil. The direction, however, in which we are to look for the greatest improvement is to the employment of a still more highly educated class of teachers. Horace Mann said: "As is the teacher, so is the school." The teacher is the centre around which the school gathers. The influence which determines the character of the school radiates from him. This is recognized to some extent, but it is still a common impression that almost any person is qualified to teach a common school, especially in the lower grades. Graduates of High and Normal Schools are thought to be amply qualified for such work. To many it appears to be a convenient method of acquiring support until a more lucrative or agreeable occupation is found. It is hardly looked upon as worthy of being made a profession for life. This state of things reacts upon the welfare of public schools, and deteriorates the value of the education they give. There should be a wider recognition of the importance and dignity of a teacher's position. The profession of a teacher does not afford opportunities for brilliant displays and striking effects, which is so congenial to the public taste, but the influence which it exerts over the welfare of the community is very great. Brought into contact with minds when they are most pliant and impressible, the

teacher may exert an influence over the character of his pupils which shall effect for good or evil their whole subsequent life. It is, therefore, extremely important that such positions should be filled with persons of the right type of character. Children are instinctively keen judges of character, and are peculiarly susceptible to the influence of noble and sympathetic natures. Contact with such natures, through a whole course of education, would tend to develop corresponding nobility of feeling and purpose. Those types of character where simplicity, genialty and large-heartedness attract almost irresistibly all classes of children, are the only types which are suited to the position of a teacher. Characters which are cold, unsympathetic, which repel the natural expression of confidence by young minds, raise barriers which prevent all healthful contact between the mind of the teacher and that of the pupil. It should be recognized that certain types of character are adapted to the duties of a teacher, and persons so gifted should be highly esteemed as peculiarly adapted to fill one of the most important positions of influence in the whole community, and should be encouraged to devote themselves to teaching as a life profession.

A demand for wider culture and a higher education among teachers would not be unreasonable. While it is true that great scholars are not always fine teachers, yet, other things being equal, the advantage is with the teachers of the most liberal culture. New England is justly proud of her common schools, but she must yield the palm to the higher standard of the German schools. The reason for the superiority of the latter is to be attributed to the more liberal education which the German government demands as a qualification in the teacher. There teachers are required to pass government examinations in two or three modern languages, and in some studies of which perhaps some of our teachers know only the name. Sometimes it is only after two or three attempts that candidates

succeed in passing these examinations, and between two successive attempts two years must elapse. It is evident that the German teacher brings to the work of the school-room a power of illustrating, an acquaintance with the subjects to be taught, and an ability to awaken enthusiasm and thirst for knowledge by wide glances into the field of study, which is generally wanting in our public school teachers. To one who understands the delicacy and intricacy of a skilfully conducted education, it will not appear extravagant to assert that hardly any range of knowledge is too large to qualify a teacher for his important work.

It is in the lower grades, rather than the higher, that the most skilful teaching is needed. Here the minds are more impressible, the processes need more delicate adjustment, the faculties more careful dealing, and an injury which is done is more hard to overcome than one incurred in later years. As scholars advance, they should be taught to rely more upon their own efforts, upon their own judgment and perseverance, that they may be gradually emancipated from all need of instruction.

To secure the advantages mentioned above, it is obvious that a larger expenditure than at present would be needed. High education, wide culture, choice combination of character, like all other rare and valuable things, can be obtained only by paying the worth of them. If these, however, are indispensable to valuable results in education, they should be secured. If it be deemed impracticable to do this, let us not be surprised or disappointed if we do not secure the results which they alone can afford. If schools are already a burden to the community, and it be felt that the burden cannot be increased, there should be no complaint if the standard of intelligence and culture in the community rises no higher than the source from which it flows. But if education does tend to prevent crime, by making men more provident, more capable of self-control, more industrious, more capable of adapting themselves to the varying de-



mands of society, and less liable to commit crime, because less exposed to the temptation to it, why should it not be deemed expedient to increase the burden of school expenditure, and thus finally decrease largely the expense of penal and reformatory institutions? Not only would one of the darkest blots on our modern civilization be removed, but there would be a positive gain in prosperity through an increase of intelligent members of society.

But too frequently economy, or rather retrenchment, begins with the school. That source of expenditure is obvious; it can easily be cut off. The evils of such a course do not show themselves immediately, and ignorance is always jealous of expenditure to remove itself. It implies no small amount of intelligence and self-control in a community not to have recourse first of all to this method of curtailing expenses. Strict economy should govern all public expenditure, but it is not economy to cripple the efficiency of the instrument which sustains the intelligence of the community. There should be a disposition to guard jealously the interests of so important an agency of the public welfare, and to afford it the fullest opportunities consistent with public interests to perform its appointed work. The greater facilities afforded by compact towns and cities should make the average amount of each child's education larger in the country than in the city. But this disadvantage should be cheerfully met. The city affords many influences for developing mental activity which the country does not afford, and it should be thought all the more necessary to give a full and thorough school education. Each generation also should lay broader foundations for the work of the succeeding generation than it itself enjoyed. In no other way can the progressive advance of society be kept up. The public school is the great instrument in promoting this advance, and it is the duty and privilege of each generation to make it a more efficient instrument.

## READING.

Perhaps in no exercise is there required more care and watchfulness from a teacher than in conducting a reading lesson. The pureness and naturalness of tone, the exact pronunciation, just emphasis and faithful expression, in which the charm of good reading consists, can be acquired only at the expense of careful study and constant practice. But it is so easy for a person to fall into wrong habits in these respects, and, in an exercise so frequently repeated, the temptation is so great to pass over slight inaccuracies, that great care against this danger must be exercised. It is far easier to form correct than to reform incorrect habits. The cultivation of these should begin from the very first, and especial attention, therefore, should be given to these points in the Primary Schools.

The first requisite for true expression in reading is a complete understanding of the meaning to be expressed. Hence selections should not be beyond the capacity of the classes to which they are given. Teachers should also, by questioning their classes, make themselves sure that the author's meaning has been comprehended. Unless this be the case, all attempts at expression is hopeless, and the instruction will be adopted by the pupil without understanding the reason for it. Here, as elsewhere, the endeavor should be to impart principles, and not particular applications of those principles.

This exercise might be made extremely beneficial by insisting more upon the definition of words. Were each class required to be prepared to give plainly the meaning of every important word in each reading lesson, this course would assist very much in the attempt to express the author's meaning, and would also speedily increase the available vocabulary of each pupil. This might make the progress of classes through their books less speedy, but it would increase very much their power to grasp the mean-

ing of a writer, and, therefore, their power of expressing his meaning.

It might be found useful for the higher classes to make use, at times, of some other than the regular text-books. This would lend interest and variety to the exercise, and might have some influence in the development of a more elevated taste in reading.

### SPELLING.

Correct spelling is one of the most common tests of the extent of a person's education. It is, therefore, important that it should be acquired by all persons who make pretensions of being at all well educated. But unless the ability to spell correctly be acquired in early life, the probability is that it will not be acquired at all, or only at the expense of much labor. By the time, therefore, scholars leave school, they should be able to spell correctly the words in frequent use. The ability to do this is not so common as it might be supposed. In many cases familiar English words do not indicate by their pronunciation their spelling, as do most of the words of Greek and Latin derivation. One of the reasons of the inability to spell them arises from the use of spelling books where we find so many lists of long words which most persons use very seldom. More attention should be given to the spelling of the common words, and it would be advisable to use the spelling book rules, or else select from it this class of words. It might be profitable, also, to revive the old custom of dictation. By reading a selection, and requiring scholars to write it, very many of the smaller words, which seem too easy to give out in a regular spelling lesson, will become familiar in their written form.

### ARITHMETIC.

The important relation in which this study stands to practical life, naturally gives it a prominent place in the



course of study in public schools. The knowledge of this subject acquired by most scholars is very imperfect. The reason is probably found in the insufficient attention given to fundamental principles. The work in this department is too mechanical. Scholars are too much accustomed to learn rules and work problems by them, without understanding the principles upon which the rules rest. The teacher should hold the attention of his pupils to these principles, and by illustration and continued repetition fix them firmly in their minds.

Too much assistance should not be given to scholars in the solution of problems. These test the knowledge of the principle which they are designed to illustrate. In no other study is there so great an opportunity for developing the ingenuity, perseverance and self-reliance of scholars as in arithmetic. The application of general principles to varying conditions in special cases, furnishes in miniature a copy of real life. If a scholar learns in arithmetic to apply general rules to special cases, he learns to do what is required in wider spheres in actual life. It is desirable, therefore, that the student should be thrown as much as possible on his own resources, after he has once thoroughly comprehended the principles upon which a rule is based. A wise teacher will aim to give just that amount of help which will enable a scholar to exert to the utmost his own powers. Any further help is not a benefit, but an injury to the pupil.

### HISTORY.

In a country in which the sovereign power is vested in the people, it is of great importance that the people generally should have some knowledge of the history of the country, and of the principles upon which its government rests. If possible the historical knowledge should be extended to the history and governments of other countries, that the peculiar advantage of our own government, and

the lesson of its history should inspire a reasonable patriotism, and an intelligent performance of those duties which devolve upon each citizen.

The study of History would seem to be one of the most interesting in the course of public school instruction. To make it thus interesting, and also profitable, requires much interest and care in a teacher. Scholars are very much accustomed to memorize the words of the text-book without obtaining very definite ideas about events and their significance. Examinations show the traces of this custom. Unless the words of the text-book can be recalled, the facts have generally escaped the memory also. In this study much explanation is demanded from a teacher, and a full mind can here be used very serviceably. If possible, scholars should be encouraged to read books outside of the text-books, which are generally quite meagre in their details. An interest might thus be excited which would lead to a purer taste in reading among the young, and they would become also more intelligent in discharging their duties as citizens.

### GEOGRAPHY.

This is a study in which the teacher's judgment must be continually exercised. Our text-books are still full of much that may be profitably omitted. It should be the aim to teach only what is important and useful. While, therefore, a general knowledge of other continents and countries is desirable, particular attention should be given to our own country. By the close of the Grammar School course, pupils should be thoroughly acquainted with all the leading features of the country, and the character of business and products of each particular section.

It would be found advantageous to require more frequently the drawing of maps. This is an excellent way to fix in the memory the general outline of a country. Having vividly before the mind an idea of the general

features, it would be much easier to locate more particular points and the less important places. This exercise would also contribute, by the practice it would afford, to proficiency in free hand drawing.

If it were possible to have some books of travel available for the use of scholars, some important advantages would result. If, while studying with the map, a country, scholars could be induced to read some books of travel bearing on it, their interest would be deepened and their knowledge fixed more firmly in their minds. This kind of reading is very profitable when care is taken to follow on the map the course of travel. The descriptions are frequently so vivid, and the mind is called to dwell so long on the general features of the country, that almost without effort some useful and interesting knowledge is retained.

### WRITING.

Unless one begins with writing well, he is not apt to become a fine writer. The hurry of active life is not conducive to elegant penmanship. A clear, legible hand is very desirable, and the purpose of this department of instruction in schools is to produce it. But there is not that improvement in writing, as a scholar advances through the school, which there ought to be. To write well requires much patient application and attention to matters of detail, which scholars in general are not very willing to give. There should be more personal supervision by the teacher while the exercise is in progress. Care should be taken to point out why a scholar's writing is defective, in what points it is thus defective, and how the difficulty can be removed. If necessary, scholars should be required to practice particularly those points in which they fail. It should be a rule that no written exercise, except written examinations, will be received from a scholar in which the penmanship is inferior to the best that he can do. Scholars often look on

their writing books as designed to furnish for inspection, by the committee or other visitors, specimens of what may be done by the school, but there is not thought to be any need of so much care in other cases. The best should be required in every case where writing is required, and nothing but that accepted.

### MUSIC.

The School Committee could wish that the community had a higher appreciation of the importance of vocal music as a branch of instruction in our public schools. Under present circumstances very little can be done in comparison with what might be accomplished, could the committee feel at liberty to procure the services of a special teacher in this department. This exercise is one in which children always take an interest. It is something entirely different from the other branches of study; it affords a pleasing relief from the weariness of silent study, and always seems to brighten up a school and give new enthusiasm for study. Experience has shown that the number of persons who cannot learn to sing, if they are taught at a sufficiently early age, is very small indeed, generally not more than one or two in a hundred. The rudiments of vocal music are easily acquired by young persons, and it is possible to give in the course of a common school education a very fair knowledge of music. We do not know in what direction a slight increase of expenditure would promise larger and more desirable results.

### DRAWING.

The law of the State requires that Drawing should be taught in all public schools. The advantages of such a course of instruction are numerous. Many of the pupils in these schools will find employment in mechanical pursuits, where it is of great use to be able to draw designs

and work from plans. To those who manifest a special aptitude in this department, there is open a wide field in drawing designs and patterns for manufacturers. And, even to those who may not need to make such knowledge the source of their support, the training of the hand and eye, which is one of the most sure results of this study, is in itself an advantage. It cultivates a taste for graceful and pleasing forms, and contributes to the development of a purer taste for works of art.

The subject does not receive the attention which it deserves. The bearing of the study upon superiority in some departments of manufactures is so well understood in some European countries, that a large proportion of the public school education is devoted to this study. The time which is devoted to it in our own schools is very small, and should be increased. Another hindrance to advancement in drawing is that, being comparatively a new branch of study, some of the older teachers have not had the benefit of a course of training in this department.

#### FREE TEXT-BOOKS.

In our last annual School Report the attention of our citizens was called to the importance of the towns providing free text-books for our schools. The Committee, after further consideration of the subject, are still of the opinion that the books for the use of the public schools should be owned by the town. At first the expense would seem to be large, but in the end it would be cheaper, and certainly much better. The children of the rich and poor would here be on a common level, and merit in deportment and study is all that makes any distinction. The schools once properly supplied, would afford to all alike the equal privilege now already provided in every other respect. The money of the town provides instruction, suitable furniture, and comfortable school buildings to all. We regard this



as a very important step, and we sincerely hope the public will give the subject due consideration, and adopt some plan to carry out the suggestions of the Committee.

The city of Bath, Me., was the first place in New England to furnish free text-books to all the children in the public schools. Supt. Tash, who introduced the system in 1871, says: "Some of the advantages resulting from the supply of free text-books are found to be these: Previously much time had been lost to the scholars, and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring the proper books. Parents having large families dependent on their daily support, often find their slender income taxed to the utmost in supplying their children with the requisite text-books for schools, and this is felt the more keenly when, by a change of residence, the last supply used in some other place, though in good condition, has to be thrown aside as useless, not being the ones suited to our schools. Such children have often been kept weeks without the proper books, if not kept from school altogether."

Several instances of this kind have come to the notice of the Committee during the past year in our own town; for this reason we have entered into a discussion of the subject somewhat more lengthy than we otherwise should.

Supt. Tash further says, "Text books furnished by the town would be kept more carefully than when owned by the children. At first this would seem not to be so, but wherever it has been fairly tested, it has uniformly been found to be true, there being four parties interested in the preservation of these books,—school officers, teachers, parents and children. Those used in the primary schools will wear out and will want replacing, but the larger and more costly books, used in the higher grades of schools, will be used in successive classes for a series of years."

"The free supply of books increases school time by quite a large per cent., the number of pupils entering school, and the length of the time on the average they remain there. Children not having to wait for books enter school more promptly in all the grades, and they remain longer, especially in the High School, where premature withdrawal from school has been largely due to the inability to meet the expenses of the costlier text books. How much school time is gained in all these directions, together with the prompt beginning of study and recitation on entering, cannot be precisely estimated, but certainly, as all our teachers say, a large portion."

Some of the cities, and a considerable number of the towns in this state, have already adopted this plan, and many others are agitating the subject. Experience, in other places, has demonstrated that this plan is the cheapest for the inhabitants of any town, in the end. The School Committee or agent could purchase the books at the lowest terms, label them as property belonging to the Town, number and charge them to the several teachers when given out, teachers to deliver them to the scholars when needed, and keep a record of their delivery in a book kept for that object. At the close of the term, all books could be accounted for to the teachers, and those not wanted for use by the scholars during vacation, could be deposited in some safe place in the school room, provided expressly for that purpose.

#### EMPLOYMENT OF CHILDREN IN FACTORIES.

The attention of employers and parents is called to the following amendment of the law relating to the employment of children in factories, which was passed by the Legislature of the last year :

## CHAP. 52. ACTS OF 1876.

*An Act relating to the Employment of Children, and regulations respecting them.*

SECT. 1. No child under the age of ten shall be employed in any manufacturing, mechanical or mercantile establishment in this Commonwealth, and any parent or guardian who permits such employment, shall, for such offence, forfeit a sum of not less than twenty, nor more than fifty dollars, for the use of the public schools of the city or town.

SECT. 2. No child under the age of fourteen years shall be so employed, unless, during the year next preceding such employment, he has attended some public or private or day school, under teachers approved by the school committee of the place where such school is kept, at least twenty weeks, which time may be divided into two terms, each of ten consecutive weeks, so far as the arrangements of school terms will allow; nor shall such employment continue, unless such child shall attend school as herein provided, in each and every year; and no child shall be so employed, who does not present a certificate, made by or under the direction of said school committee, of his compliance with the requirements of this act, *provided, however*, that a regular attendance, during the continuance of such employment, in any school known as a half-time day school, or an attendance in any public or private day school twenty weeks, as above stated, may be accepted by said school committee as a substitute for the attendance herein required.

SECT. 3. Every owner, superintendent or overseer in any establishment above named, who employs or permits to be employed any child, in violation of the second section of this act, and every parent or guardian who permits such employment, shall, for such offence, forfeit a sum not less than twenty, nor more than fifty dollars, for the use of the public schools of such city or town.

SECT. 4. The truant officers shall, at least once in every school term, and as often as the school committee require, visit the establishments described by this act, in their several cities



and towns, and inquire into the situation of the children employed therein, ascertain whether the provisions of this act are duly observed, and report all violations to the school committee.

### TRUANCY.

If the State provides, as a measure of self-protection, for the education of its members, it follows that it has a right to compel, as far as possible, every member to receive that education. It sometimes occurs, especially as population becomes more dense, that children of a legal school age are not found in school. The law has provided for the investigation of such cases, and has established penalties for the violation of its provisions. In order that all parents may be informed of its provisions, printed below will be found an extract from the proposed new By-Laws for the town, which is substantially the law of the State concerning Truancy :

SECT. 1. Any child between the ages of seven and fifteen years, who may be found wandering idly about in any street or public place in the Town of Saugus during school hours, having no lawful occupation or business, not attending school, shall be arrested by the truant officer of said Saugus, and taken to the school to which he or she belongs and delivered to the teacher thereof. And any child who may be absent as aforesaid a third time, shall be deemed an habitual truant, and may be punished according to Section 2.

SECT. 2. A child guilty of truancy shall be reported by the teacher to one of the school committee, who shall, if he deems the offence sufficiently aggravated to deserve punishment, forthwith notify the parent or guardian of such child, who shall be allowed to prevent summary punishment by such pledges for the good conduct of the child as shall be satisfactory to the school committee; and if such pledges are not given or kept, the school committee, or one of them, may forthwith notify the truant officer, who shall at once make the complaint required by law

against such child, before any trial justice or tribunal having jurisdiction of the case.

SECT. 3. Any of the persons described in the first section of chapter two hundred and sixty-two of the Acts of the year eighteen hundred and seventy-three, entitled "An Act concerning truant children and absentees from School," upon conviction of any offence described in said Act shall be committed to the State Primary School at Monson, and the same is hereby assigned as the place of confinement, discipline and instruction for persons so convicted.

During the past year, two or three cases of truancy occurred in Cliftondale, which interfered greatly with the welfare of the schools. The truants endeavored to induce other boys to follow their example. Other complaints have been made, but the Committee are not able to deal with such difficulties, because the town is not provided with the proper By-Laws. It is expected that this obstacle will be removed at the next town meeting. The law requires the School Committee to appoint a truant officer, who shall receive and investigate all complaints, and to see that the law is carefully enforced. All cases of prolonged absence, for which no valid excuse is made, should be entrusted to him to investigate. It would also devolve upon him to see that the law regarding employment of children of school age is enforced.

#### ABSENCE AND TARDINESS.

The attention of parents is called once more to these often mentioned subjects. We are persuaded that teachers feel the evils of them so much that they do all they can to remove them, and that any improvement in these respects must be the result of greater attention on the part of parents. Children should not be allowed to be absent or tardy unless for imperative reasons. The loss occasioned by these evils fall not only upon the scholar himself, but also upon the

whole class to which he belongs. We would, therefore, urge upon parents greater attention to these matters. It is a hindrance, and not a kindness to a child, to allow him to remain from school, unless sickness or some equally good cause demands it.

By request of the School Committee, teachers in the several schools have kept a record of the number of absentees during the past year. The total number absent for various reasons amounts to nearly *fifteen thousand*. Deducting *five thousand* for the number absent on account of sickness, leaves a balance of not far from *ten thousand*. Allowing thirty-seven weeks for the school year (the record extending over that period only), it will be seen that the time lost, if improved, would furnish instruction for twenty-seven scholars for the entire year. The large number absent, added to the tardy scholars, numbering some *eighteen hundred*, must have a tendency to injure the efficiency of the schools, placing the standard far below what it should be. There is a much needed reform in this direction. Parents should exercise a continual watchfulness over their children, see that they are not only constantly but promptly at school, that they may be able by this means to receive the full benefit of the money expended for their education.

### HIGH SCHOOL.

The maintenance of a High School in a town of the size of Saugus is required by law. The establishment of such a school, and especially raising it to the desirable standard, requires time. The Committee have endeavored to bring the standard of the High School up to that of similar schools in the towns around us. The course of study, as laid out, is almost as extensive and advanced as that in the neighboring city of Lynn. In larger towns the law requires certain studies, such as Greek and German, which are not required in smaller towns. With these exceptions, the

Committee believe that the course is as extensive as is at present needed. The facilities for certain studies, especially in the Physical Sciences, are very deficient, and therefore there is not that proficiency in these departments which is desirable.

The conditions for admission to the High School are as follows: Applicants must pass written examinations in Arithmetic, History, Grammar and Geography, and are required to be prepared on all that is contained in the textbooks used on these subjects in the Grammar Schools. The applicants have not yet been quite up to the proper standard, and more careful preparation must be required in the Grammar Schools. The examinations for admission should also be made more severe each year, and pupils should not be allowed to pass from one class to another in the High School who have not satisfactorily passed the monthly written examinations in their several studies.

The High School needs apparatus with which to illustrate Natural Philosophy and Chemistry, and works of reference in other departments, especially History and English Literature. A small amount should be placed at the disposal of the Committee to furnish the school in these branches. By a slight expenditure each year, the school would soon be supplied with what is most indispensable to its greatest efficiency. The school needs, also, better accommodations. At present one of the dressing-rooms is used as the Assistant's room, but it is so small that the whole of the junior and middle classes cannot be accommodated at one time. If a large room could be used, some exercises could be conducted for the whole class instead of one-half of it, and thus time saved for other recitations.

The Committee would recommend that the school be furnished with more commodious quarters in the new Town Hall. The lower hall could be easily adapted to the wants of the school. A room opens upon it which would make a very good room for the Assistant, while dressing-rooms

could be provided in the basement at a very slight expense. The Committee would urge this matter, because they feel how important such a step is to the best interests of the school. They hope, therefore, that the citizens of the town will carefully consider such a proposition.

#### PRIMARY SCHOOL, WARD TWO.

This room is too crowded in its present quarters. Almost eighty scholars are confined in this room, which is low studded, dark, and unventilated. The Assistant's room is one of the dressing-rooms, and is very unsuitable for a recitation-room, being small, inconvenient, and not easily ventilated. The Committee advise the division of this school; that one part occupy the present room, and the other the room above. The furnishing of the new room would be very slight, as enough chairs and desks are already provided in the lower room, and a part of them can be removed to the upper room. This matter should be favorably considered. The crowded condition of the school at the present time cannot but be detrimental to the health of the young children who attend it. The ventilation being so poor, the air must necessarily be so impure as to exert an injurious influence on the physical, and through that on the intellectual condition of the pupils. The slight expense required to establish another school would be trifling compared with the benefits which would be secured.

#### WARD FIVE.

The Committee would recommend the discontinuance of this school. The number of scholars who attend there is very small, especially in the winter term. The average attendance for the year is only twelve scholars. The parents of three children who now attend there have applied to the Committee for permission to send their children to a school in Melrose, which is much nearer to them than the



school at Oaklandvale. Two or three of the other families could send their children to Cliftdale or North Saugus as conveniently as to the present school, while others could attend the school at the Centre, where they would make no appreciable difference as to numbers. By this expedient the town would save some four hundred dollars, and the pupils would have better opportunities than can be afforded by the present arrangement.

### CORPORAL PUNISHMENT.

The use of a means of discipline which can be perverted so easily as corporal punishment, needs to be placed under stringent regulations. It does not seem advisable to prohibit any recourse to this kind of punishment, because cases some times occur where physical suffering may be the only means of influencing a stubborn will or insubordinate disposition. The present school law requires a teacher to resort to other means of punishment, and only when these have failed, to use corporal punishment. To prevent any possible cases of cruel or unjust treatment, and thus to remove causes which might furnish grounds of complaint to injudicious or inconsiderate parents, the Committee have further required that before using this means of chastisement, information shall be given to the parent or a member of the Committee, and his permission obtained. How this rule will work can be proved only by experience, but the Committee hope it will remove the temptation from the teacher to proceed too readily to this punishment, and all occasion for unnecessary complaints from parents.

### TEACHERS.

During the past year two changes only have been made in the corps of instructors. At the beginning of the Fall Term, Miss Sweetser resigned her position in the Grammar School at Cliftdale. Miss Farrington was elected to fill

the vacancy, and has given the highest satisfaction in that position. During the summer vacation, Miss Abbott resigned the care of the school at Oaklandvale. Miss Payson was chosen to fill the position, and has discharged satisfactorily the duties of that place.

### APPROPRIATIONS.

At the last March meeting of the Town, the appropriations for schools was diminished by the sum of five hundred dollars. The Committee endeavored to meet this reduction by reducing teachers' salaries, and also by cutting off one week from the school year. The report of school expenses will not show the reduction of the full amount, because engagements with teachers prevented a reduction of salaries till the beginning of the Fall Term. If the amount expended from June, 1876 to June, 1877, be determined, the Committee believe that it will be seen that a reduction of the full sum has been made.

In presenting this report, the Committee express their belief that the schools generally are now in as favorable a condition as they were represented to be one year ago. Several of the classes show a higher state of proficiency than the previous year. This statement is endorsed by many of the teachers.

Continual watchfulness is required to see that all interests are provided for. There should be no resting in what has been accomplished, but all should strive together, committee, teachers and parents, that the greatest efficiency should be given to every department of instruction. We trust that the condition of the schools will continue to improve until committees shall have no requests to make, but only commendation to give.

B. F. CALLEY,  
J. PARSONS, JR., } Committee.  
C. A. B. MUNROE, }

## STATISTICS OF THE PUBLIC SCHOOLS OF SAUGUS FOR 1876-77.

No. of Ward.	Grade of Schools	NAMES OF TEACHERS.	Whole No. Scholars belonging Spring T.	Whole No. Scholars belonging Fall T.	Whole No. Scholars belonging Winter T.	Av. No. belonging Spring Term.	Av. No. belonging Fall Term.	Av. No. belonging Winter Term.	Av. weekly attend. Spring Term.	Av. weekly attend. Fall Term.	Av. weekly attend. Winter Term.	Per cent. of attend. during the year.	No. of scholars over 15 years of age.	No. of Males in each school.	No. of Females in each school.	No. of Visitors to each school.	No. of Visits by the Committee.	Average age of scholars.	No. times scholars absent in each sch'l.	Times absent on account of sickness.	No. of times tardy.	Wages of Teachers per week.
	High School.	<i>a</i> Mr. F. W. Eveleth .....	32	47	44	29	44	42	28	41	37	.92	18	19	28	4	14	14	690	276	250	\$23 50
1	Mixed .....	Miss Mary I. Morse .....	25	26	28	22	23	24	19	19	22	.87	1	12	16	39	7	10	1539	184	53	8 00
2	Primary .....	<i>b</i> Miss Georgianna Walton	82	87	75	74	79	60	70	74	55	.93	0	48	39	7	12	6	3199	1020	138	9 00
2	Intermediate	Miss Esther A. Parker ....	32	31	34	29	29	29	28	27	26	.93	0	15	17	9	11	9	440	177	68	10 00
2	Grammar ....	Mrs. E. W. Boardman ....	31	30	32	26	26	27	23	24	24	.91	2	15	16	14	14	12	711	383	78	10 50
3	Primary .....	Miss Meta C. Orr .....	43	49	45	39	44	39	36	42	34	.92	2	25	24	76	13	7	2015	789	450	9 50
3	Grammar ....	<i>c</i> Miss E. L. Farrington....	31	34	34	28	32	31	26	30	28	.92	5	20	14	42	11	12	857	342	257	9 00
4	Primary .....	Miss E. A. Mansfield.....	46	44	44	43	42	40	39	38	35	.89	0	18	28	23	10	6	1827	726	75	10 00
4	Intermediate	Miss Lena G. Chandler ....	39	33	34	35	31	31	29	27	30	.89	0	22	17	12	10	9	1570	628	123	9 00
4	Grammar ....	Miss Belle Copp.....	29	34	31	28	32	30	29	28	26	.92	2	19	15	17	8	13	749	299	224	10 00
5	Mixed .....	<i>d</i> Miss E. P. Payson.....	21	17	12	18	14	11	15	11	10	.84	4	12	9	15	9	11	535	176	56	8 00
			411	432	413	371	396	364	342	361	327	.91	34	225	223	258	119	10	14132	5000	1772	\$116 50

*a* Miss Clara J. Calley, Assistant. *b* Miss Clara C. Farnham, Assistant. *c* Miss Susan A. Sweetser, Spring Term. *d* Miss Alice W. Abbott, Spring Term.



# APPENDIX.

## SUMMARY OF STATISTICS.

Number of Schools in town . . . . .	11
Number of weeks school kept . . . . .	38
Number of male teachers . . . . .	1
Number of female teachers . . . . .	12
Number of different teachers employed during the year . . . . .	15
Number of persons in town, May 1, 1876, between 5 and 15 years of age . . . . .	465
Whole number of scholars belonging to the schools . . . . .	432
Average whole number attending . . . . .	396
Average weekly attendance . . . . .	361
Percentage of attendance . . . . .	91
Number of scholars fifteen years of age and upwards . . . . .	34
Number of applicants for admission to High School . . . . .	28
Number admitted . . . . .	21
Whole number of male persons attending school . . . . .	225
Whole number of female persons attending school . . . . .	223
Number of visitors to the several schools during year . . . . .	259
Number of visits by the School Committee . . . . .	119
Average age of scholars in the High School . . . . .	14.10
Average age of scholars in the Grammar Schools . . . . .	12.8
Average age of scholars in the Intermediate Schools . . . . .	9.3½
Average age of scholars in the Primary Schools . . . . .	6.9
Average age of scholars in the two Mixed Schools . . . . .	11.
Number of times tardy in all the Schools . . . . .	1,772
Whole number of times absent on account of sickness . . . . .	5,000
Total number of absentees, or times absent during year . . . . .	14,132
Total amount of teachers' wages per week . . . . .	\$116.50
Total amount of incidentals . . . . .	\$893.04
Total amount of teachers' salaries for the year . . . . .	\$5170.32

## QUALIFICATION FOR ADMISSION TO HIGH SCHOOL.

Greenleaf's Arithmetic completed; Warren's Common School Geography completed; Greene's Grammar completed; Anderson's History completed.

No scholar under twelve years of age will be admitted.

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Applicants were required to answer correctly sixty per cent. of ten questions in each of the following studies: Arithmetic, Grammar, History and Geography.

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## HIGH SCHOOL GRADUATES, CLASS OF '76.

Fannie Robinson, Theodate Hawkes, Ralph W. Whitehead.

## COURSE OF STUDY AT THE HIGH SCHOOL

FOR THE YEAR ENDING JUNE 23, 1877.

## JUNIOR CLASS.

*Fall Term, 1876.*—Arithmetic, United States History, Grammar, Physical Geography, Reading and Latin.

*Winter Term, 1876-77.* — Algebra, Natural Philosophy, Grammar, Physical Geography, Reading and Latin.

*Spring Term, 1877.*—Algebra, Natural Philosophy, Analysis, Book-Keeping, Reading and Exercises in English Composition.

## MIDDLE CLASS.

*Fall Term, 1876.*—Algebra, Natural Philosophy, Physiology, Book-Keeping, French or Latin.

*Winter Term, 1876-77.* — Algebra, Geometry, Chemistry, Physiology, General History, French or Latin.

*Spring Term, 1877.*—Geometry, Chemistry, General History, and French.

## SENIOR CLASS.

*Fall Term, 1876.* — Geology, Geometry, General History, Chemistry, Rhetoric and French.

*Winter Term, 1876-77.* — English Literature, Geology, Botany, Astronomy, Rhetoric and French.

*Spring Term, 1877.*—English Literature, Geometry, Botany, Constitution of United States, French and Exercises in English Composition.

## LIST OF TEXT-BOOKS USED AT HIGH SCHOOL.

## CLASSIFIED.

JUNIOR CLASS.—Greenleaf's Arithmetic, Anderson's History of the United States, Greene's Grammar, Warren's Physical Geography, Monroe's Sixth Reader, Greenleaf's Algebra, Steele's Natural Philosophy, Mayhew's Book-Keeping, Smith Drawing Book, No. 5.

MIDDLE CLASS.—Greenleaf's Algebra, Steele's Natural Philosophy, Dalton's Physiology, Mayhew's Book-Keeping, Ploetz's French, Bradbury's Geometry, Steele's Chemistry, Anderson's General History, Smith Drawing Book, No. 6.

SENIOR CLASS.—Steele's Geology, Steele's Chemistry, Greenleaf's Algebra, Anderson's General History, Hart's Rhetoric, Ploetz's French, Loomis's Geometry, Collier's English Literature, Wood's Botany, Steele's Astronomy, Constitution of the United States, Smith Drawing Books, Nos. 7 and 8.

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## TEXT-BOOKS USED IN OTHER SCHOOLS.

*Grammar Department.*—Monroe's Fifth and Sixth Readers, Greenleaf's Written and Mental Arithmetics, Warren's Common School Geography, Greene's English Grammar, Anderson's History, Worcester's and Adams's Spellers, Payson, Dunton & Scribner's Nos. 4, 5 and 6 Writing Books, Smith's Nos. 3 and 4 Drawing Books.

*Intermediate Department.*—Monroe's Fourth and Fifth Readers, Greenleaf's Written and Mental Arithmetics, Colburn's Mental Arithmetic, Greene's Introduction Grammar, Warren's Common School and Primary Geographies, Worcester's Comprehensive Speller, Smith's Nos. 1 and 2 Drawing Books and Second Series of Cards, Payson, Dunton & Scribner's Nos. 1, 2 and 3 Writing Books.

*Primary Department.* — Monroe's First, Second and Third Readers, Greenleaf's Primary and Intellectual Arithmetics, Cornell's First Steps in Geography, Worcester's Primary Speller, Payson, Dunton & Scribner's Nos. 1 and 2 Primary Tracing Books and No. 3 Primary Writing Book, Smith's First Series of Drawing Cards.

Mason's Music Charts in all the schools.

A TABLE SHOWING THE PERCENTAGE OF ATTENDANCE IN THE SCHOOLS FOR THE YEARS 1876-7, AS COMPARED WITH THE YEARS 1875-6.

No. of Wards.	Grade of School.	1876-7	1875-6	Inc.	Dec.
Ward One . . . .	Mixed . . . .	87	88		1
Ward Two . . . .	Primary . . . .	93	94		1
Ward Two . . . .	Intermediate . .	93	92	1	
Ward Two . . . .	Grammar . . . .	91	94		3
Ward Two . . . .	High . . . . .	92	94		2
Ward Three . . . .	Primary . . . .	92	91	1	
Ward Three . . . .	Grammar . . . .	92	90	2	
Ward Four . . . .	Primary . . . .	89	95		6
Ward Four . . . .	Intermediate . .	89	92		3
Ward Four . . . .	Grammar . . . .	92	96		4
Ward Five . . . .	Mixed . . . . .	84	83	1	
Total decrease from last year, 15.				5	20

## ROLL OF HONOR.

## WARD ONE. — MIXED.

MISS MARY I. MORSE, TEACHER.

*Names of Scholars not Absent during the year.*

Frank H. Coburn, Lizzie F. Hawkes.

*Absent only on account of Sickness.*

John R. Morrison,	Ina May Eaton,
Anna Butterfield,	Eliza Homan,
Corinne Coburn,	Susie F. Homan.
Esther Eaton,	

*Not Tardy.*

Ina May Eaton,	Susie F. Homan,
Lizzie F. Hawkes,	Eliza Homan.

## WARD TWO. — GRAMMAR.

MRS. E. W. BOARDMAN, TEACHER.

*Absent only on account of Sickness.*

Nellie Newhall,	Annie Davis,
Louis Hitchings,	Marion Munroe,
Charles Haigh,	Josie Cheever,
Nellie Wilson,	Willie Townsend.

*Not Tardy.*

Willie Townsend,	Annie Davis,
Marion Munroe,	Josie Cheever,
Nellie Newhall,	Hattie Robinson,
Cora Copp,	Lillie Furber.

## INTERMEDIATE.

MISS ESTHER A. PARKER, TEACHER.

*Not Absent during the Year.*

Belle Menzie, George Russell.

*Absent only on account of Sickness.*

Lucasta Parker,	Willie Russell,
Lizzie Roote,	Thomas Cash,
Nellie Spinney,	Harry Ingalls,
Ida Hitchings,	Joseph Spinney,
Rodney Davis,	Harry Whiteley,
Arthur Hitchings,	

*Not Tardy.*

Lucasta Parker,	Hattie Pilling,
Belle Menzie,	Thomas Hinchliffe,
Lizzie Roote,	Joseph Spinney,
Nellie Spinney,	Joseph Hargraves.
Olive Norwood.	

## PRIMARY.

MISS GEORGIANNA WALTON, TEACHER.

*Not Absent during the year.*

George Johnson, Arthur Johnson.

*Absent only on account of Sickness.*

Mamie Bailey,	Bertie Hitchings,
Grace Kingsbury,	Charlie Wilson,
Annie Hinchliffe,	George Jenkins,
Etta Wilson,	Arthur Waldron,
Etta Mansfield,	Sammy Parker,
Ann Maria Biffin,	Alvah Parker,
Freddie Waldron,	Winnie Parsons,
James Quamby,	Percy Wilson,
Henry Haigh,	Johnnie Hinchliffe.

*Not Tardy.*

Mamie Bailey,	Freddie Waldron,
Julia Paul,	Lennie Francois,
Mamie Stocker,	Charlie Davis,
Mary Battye,	Arthur Jones,
Annie Hinchliffe,	Charlie Wilson,
Etta Acres,	George Cheever,
Anna Cook,	David Hanson,
Grace Kingsbury,	Arthur Waldron,
Etta Wilson,	Sammy Jones,
Amy Pierce,	George Johnson,
Etta Mansfield,	Frank Ramsdell,
Martha Pilling,	Johnnie Hinchliffe,
Etta Nichols,	Walter Jones,
Nellie Ramsdell,	George Berrett,
Nellie Guilford,	Alvah Parker,
Ann Maria Biffin,	Percy Wilson,
Mabel Westwood,	Willie Guilford,
Lulu Berrett,	George Fisher.

## WARD THREE. — GRAMMAR.

MISS E. L. FARRINGTON, TEACHER.

*Not Absent during the Year.*

Susie Chadbourn,	Herbert Thompson,
Tertius Vanston,	Eugene Carter,
Peter Flaherty,	Frank Carter,
A. Henry Newhall,	John Cunningham.

*Not Tardy.*

John Cunningham,	Ida Newhall,
Frank Carter,	Herbert Thompson,
Eugene Carter,	Edgar Putnam,
Peter Flaherty,	Lizzie Raddin.
Agnes Gibbons,	

## PRIMARY.

MISS META C. ORR, TEACHER.

*Not Absent during the Year.*

Maurice K. Cunningham.



*Absent only on account of Sickness.*

Nellie F. Houghton,  
Willie Flaherty,

Peter Flaherty.

*Not Tardy.*

Minnie E. Newhall,  
Minnie L. Proctor,  
Nellie F. Houghton,  
Willie E. Danforth,  
Willie Flaherty,

Peter Flaherty,  
Amos Thompson,  
Charlie F. Raddin,  
Chester Waitt,  
Edith H. Wilson.

WARD FOUR. — GRAMMAR.

MISS BELLE COPP, TEACHER.

*Not Absent during the Year.*

Frank Shaw.

*Absent only on account of Sickness.*

Nellie Perry,  
Viola Waldron,  
Bertie Brown,  
Lizzie Briody,  
Nellie Brown,  
Addie Stone,

Nellie B. Oliver,  
Edgar Oliver,  
Annie Briody,  
Lucy Trefethen,  
Lucy Briody.

*Not Tardy.*

Annie Briody,  
Mamie Woods,  
Lucy Briody,  
Hannah Hickey,  
Louisa Timoney,

Mabel Newhall,  
James Briody,  
Frank Shaw,  
Eugene Waitt,  
Nellie Perry.

INTERMEDIATE.

MISS LENA G. CHANDLER, TEACHER.

*Not Absent during the Year.*

Emma Oliver,

Arthur Farnham.

*Absent only on Account of Sickness.*

Jessie Mugridge,

Harry Butler.

Charlie Pearson.

*Not Tardy.*

Emma Pearson,  
Lizzie Perry,  
Mattie Howlett,  
Lena Waldron,  
Annie Libbey,

Jessie Mugridge,  
Charlie Pearson,  
Eddie Pearson,  
Harry Butler,  
Wheelock Brown.

## PRIMARY.

MISS E. A. MANSFIELD, TEACHER.

*Absent only on Account of Sickness.*

J. Walter Newhall,  
Augusta Kenney,  
Frankie Kenney,  
Alice M. Philbrook.  
Eda Pearson,  
Nettie Florence,  
Ira Farnham,  
Ada Oliver,  
B. Frankie Calley,  
Ernest Butler.

Winfield Butler,  
Fannie Libbey,  
Eda Brown,  
Annie Newhall,  
Charlie Putney,  
Louis Stocker,  
Edgar Fiske,  
Willie Hambly,  
Jessie Schofield.

*Not Tardy.*

Mary Gallagher,  
Rhoda Jackson,  
Lizzie Sullivan,  
Emma Mansfield,  
Freddie Stocker,  
Annie Fiske,  
Mary Hickey,  
Ada Oliver,  
Augusta Kinney.

Louis Stocker,  
Ernest Butler,  
Winfield Butler,  
Ira Farnham,  
Nettie Florence,  
Eda Pearson,  
Eda Brown,  
Edgar Fiske.

## WARD FIVE. — MIXED.

MISS ELLA P. PAYSON, TEACHER.

*Not Absent except on account of Sickness.*

Freddie Brown,  
Harry Brown.  
Anna Bodfish,  
Ella Carnes,  
Arthur Edmands.

Eddie Edmands,  
Ellie Edmands,  
Jennie Hitchings,  
Nellie Libbey.

*Not Tardy.*

Eddie Edmands,  
Ellie Edmands,

Charlie Blakley,  
Nellie Libbey.  
Ella Carnes.